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ABSTRACT

Three speeches presented at a panel discussion on the future of recreation and leisure education in higher education are printed in this booklet. Richard Kirchner in a speech entitled, "Responsible Responses to Revolutions in Higher Education," offers reflections on the past and present status of college and university recreational programs, and points out the need for accreditation and certification processes to strengthen the professional status of physical education and recreation departments in institutions of higher education. He also urges close cooperation with administrators in solving the problems and concerns of these departments. In closing, he recommends using the potentials of high technology and automation to strengthen department efficiency. Tony A. Mobley in his speech, "Recreation in Higher Education in the 80's," discusses recreation's future in higher education with observations on redefining recreational education's mission and developing a viable curriculum in leisure education programs. In conclusion, Diana R. Dunn, in her speech, "Wellsprings for Tomorrow," discusses the need to find and tap new sources of support for recreation education programs and career opportunities in recreation, fitness, and leisure. (JD)

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RECREATION IN HIGHER EDUCATION: SURVIVAL IN THE '80's

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AMERICAN ASSOCIATION FOR LEISURE AND RECREATION

AN ASSOCIATION OF

THE AMERICAN ALLIANCE FOR

HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE

A PANEL PRESENTATION AT THE NATIONAL CONVENTION
OF THE AAHPERD,

DR. DIANA DUNN, PENNSYLVANIA STATE UNIVERSITY
DR. TONY MOBLEY, INDIANA UNIVERSITY
DR. RICHARD KIRCHNER, CENTRAL MICHIGAN UNIVERSITY

APRIL 9, 1983

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PREFACE

As I prepare to introduce this pamphlet to the reader I am reminded of the setting in which these three presentations were given; a large conference room with approximately one hundred and fifty chairs lined neatly in rows. All were filled. There was an air of excitement as Lean Dunn advanced from her place on the raised platform to both chair the session and ultimately present, then summarize and field questions from the audience. As vivid as this image is, it is overshadowed by the lasting impression left in my mind by all three speakers. This event was nearly half a year ago and yet the messages found herein are so poignant that they definitely remain.

The value of professional membership in AALR is that one can come and share such insight "at the feet of giants in the field" when attending national and regional conferences. The value of AALR too, is that as a member you can attend and/or receive instruction through such programs or subsequent publications (e.g. Leisure Today, AALReporter, JOPER).

This publication is the result of numerous requests for copies of the panel presentation by the same title delivered at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance in Minneapolis, Minnesota on April 9, 1983. The

individuals participating in the panel dealt with the topic of survival of recreation in higher education in the 80's. The views presented here are thoughtful; providing great insight into contemporary challenges and come from three top leaders of recreation education in this country. Will our key words be "retrenchment", or "optimistic evaluation and growth?" I invite you, the reader, to explore the presentations and share your views with those presented.

Dr. Diana Dunn is currently Dean of the College of Health, Physical Education and Recreation at Pennsylvania State University in University Park, Pennsylvania. Diana is a past president of the organization and is currently serving as one of the AALR representatives to the Council on Accreditation. She is also Chairing the AALR Commission on Goals for American Recreation.

Dr. Richard Kirchner is Chair of the Department of Park Administration at Central Michigan University in Mt. Pleasant. He is currently serving as AALR's representative to the Council on Accreditation as well as Chair of that Council. Dick is also a past-president of AALR and during his term was responsible for writing one of the first five year plans for the association.

Dr. Tony Mobley is Dean of the School of Health, Physical Education and Recreation at Indiana University, Bloomington. Tony has been very active in various national associations including NRPA where he served as president, of The Society of Park and Recreation Educators. He serves

on the National Council on Accreditation and on the Editorial Advisory Board for Leisure Today.

These leaders each depict the present and immediate future as major challenges for even the strongest committed professional leisure educators. Dr. Kirchner offers a captivating past-present-future perspective with specific events to make his point. Dean Mobley admonishes us to think afresh and may be a small voice calling for greater classroom commitment. Dean Dunn heralds the trumpet for not just belt-tightening but entrepreneurial involvement in the business of higher education. All three offer just enough of the past to comfort and appease us yet supply large and healthy portions of new thoughts, new actions and new direction to truly be a guide for the Survival in the 80's.

This pamphlet is dedicated to the late

DR. RON PERRY

Ron was president-elect of AALR in 1982-83 and as such was responsible for planning the '83 convention. This program is a last testament of Ron's commitment to quality and leadership. We miss him yet glory in his influence on us and many young people entering the challenging field.

LARRY L. NEAL, President
AALR
July 14, 1983

INTRODUCTION

DIANA DUNN

Thank you, and welcome to our AALR session, "Recreation in Higher Education -- Survival in the '80's." As you may know, sessions are proposed for the following year's convention within a few weeks of the close of the convention preceding it. Those offering program proposals are at some risk. First, their ideas may receive unfavorable reception and not be scheduled; second, by the time a year has elapsed, the program proposed could be passé, -- no longer relevant. You understand then my dilemma as this past year has unfolded: if the survival of recreation education became an unquestioned certainty, why then a session? But if survival became even less assured as the months elapsed, what comfort could I take from clairvoyant scheduling? No win, no lose.

Is there today a threat to the survival of recreation in higher education? There is much evidence, including this very full room today, to suggest that this discussion may not be irrelevant.

This is not only a personal view. David Mathews wrote the "opinion" column in the April 6, 1983 Chronicle of Higher Education. He's a former HEW secretary, former University of Alabama President, and is now President of the Charles F. Kettering Foundation. His article began:

> Higher Education now has in common with the rest of America a language full of such words as "cutback," "retrenchment," and "survival." Who would have predicted this preoccupation with economy a few years ago, when progress seemed inevitable, prosperity endless, and destiny manifest? As Higher Education has had to cut back, it has also had to cut off.

I leave his article for it has served my purpose, that being to establish externally valid relevancy for our pursuit of topic, but I urge your curiosity to many provocative points in it. Another timely and proximate validation appears in the April 11, 1983 U.S. News and World Report, and I quote:

> Many of the state-supported schools in areas hard hit by recession are combining tuition hikes with cuts in their academic programs as a way to cope with severe budget cuts. The University of Minnesota may lose 10 percent of its programs in the next two-years -- that on top of the nearly 40 departments and programs closed or cut since 1981. In Oregon, the Legislature is considering a freeze on tuition at the state's public colleges and universities after raises of 42.5 percent during the past two years led to an 11 percent enrollment drop at the University of Oregon. While major universities are slashing programs, lesser-known private colleges. . .

We know Minnesota and Oregon are not alone. Today, I've asked two valued colleagues to join me, not to document the problems of the economy and increasingly dim demographics, but to share some responsible responses to these events and processes. We start from several premises:

1.) Survival without change is not assured for all recreation education programs;

2.) Much of what recreation education has accomplished is worth continuing or changing to meet urgent society needs; and,

3.) How we three are responding to the challenges of the '80's may help you!

RESPONSIBLE RESPONSES TO REVOLUTIONS IN HIGHER EDUCATION

RICHARD J. KIRCHNER

"Recreation in Higher Education -- Survival in the '80's" or "Responsible Responses to Revolutions in Higher Education" were the topics suggested to me. They sound more like topics for a couple of Deans to discuss so I could probably contribute most by sitting down and letting Tony and Diana have at it. However, I've never felt really comfortable letting a Dean determine my destiny, so I'll have to make a contribution - at least to the rhetoric today and hopefully to the substance.

Whichever topic we choose, it certainly does not lend itself to a lot of concrete statements and solutions unless one feels more comfortable predicting the future than I do. For example, in my worst nightmares five years ago I could not have forseen a James Watt in a position of responsibility in our Department of Interior.

Computers are now readily available to most of us but even with our ability to play "what if?" games as administrators, we will not be able to determine how to survive the '80's. Rather, I think it behooves each of us to look at survival as an attitude - a way of approaching our problems and not one that will necessarily guarantee successful solutions.

As you listen to my remarks this morning, I suppose it is wise to put them in context with famous people in history or contemporary philosophers. I could refer to Aristotle and Plato or even to Dunn and Mobley, but I have my own favorite philosopher from whom I would like to quote. The eminent Theodore Geisel is the source of this bit of wisdom. Perhaps you know him better as Dr. Seuss. In his treatise on the "Art of Eating Popovers" he said the following:

MY UNCLE TERWILLIGER ON THE ART OF EATING POPOVERS

My uncle ordered popovers
From the restaurant's bill of fare
And, when they were served, he regarded them
With a penetrating stare...
Then he spoke with Words of Wisdom
As he sat there on that chair:
"To eat these things," said my uncle
"You must exercise great care,
You may swallow down what's solid...
BUT... you must spit out the air!"
And... as you partake of the world's bill of fare
That's darn good advice to follow
Do a lot of spitting out the hot air
And be careful what you swallow.

I hope for the rest of the morning you will not be afraid to spit out what you consider my "hot air" and be careful what you swallow!

Personally I feel that the biggest concern we have for the '80's is precisely what is implied in the title - the word "survival." The word "survival" disturbs me greatly though I sometimes find myself using it - much to my chagrin. If we truly look at our situation as one of survival, then those are the parameters we will end up setting for ourselves - survival limitations. Then we will emerge

from the '80's with the same problems we entered the '80's with but even worse, we will emerge with a dearth of new ideas, fewer resources and no agenda for the year 2000 and beyond. This "circle the wagons mentality" that we find permeating our profession now can lead us to behave like the fabled processionary caterpillars. There is a story about the great French naturalist, Jean-Henri Fabre and these caterpillars that bears repeating.

The processionary caterpillars move through the trees in a long procession, one leading and the other following - each with its eyes half closed and his head snugly fitted against the rear extremity of his predecessor. After experimenting with a group of these caterpillars, Fabre finally enticed them to the rim of a large flower pot where he succeeded in getting the first one connected up with the last one, thus forming a complete circle, which started moving around in a procession, which had neither beginning nor end.

The naturalist expected that after a while they would catch on to the joke, get tired of their useless march and start off in some other new direction. But not so.

Through sheer force of habit, the living, creeping circle kept moving around the rim of the pot - around and around, keeping the same relentless pace for seven days and seven nights - and would doubtless have continued longer had it not been for sheer exhaustion and ultimate starvation.

Incidentally, an ample supply of food was close at

hand and plainly visible, but it was outside the range of the circle so they continued along the beaten path. They were following instinct - habit - custom - tradition - precedent - past experience - "standard practice" - or whatever you may choose to call it, but they were following blindly. They mistook activity for accomplishment. They meant well - but they got no place.

We too may circle our wagons and become processionary caterpillars if survival is our goal. Even more probable, we might not even survive and we probably would not deserve to. Like the processionary caterpillars, we have a feast all around us but we must concentrate on where we can go in the future and not what we have done in the past. Our profession is a rapidly growing profession and our potential for future growth is limited only by our imaginations. Unfortunately, this growth may not be in the areas that have traditionally been good to us. Community recreation programs are not going to disappear (unless they also become processionary caterpillars) but they are not where much of our future lies. It is up to us to identify our future markets and determine our roles in them. Then we will not only survive, we can prosper - even in the '80's that may seem to be fraught with problems. My secretary will not allow me to use the word "problems" - she would have changed it to "challenges" - which is why I had to type this myself. However, it is precisely that type of attitude that we must develop as a profession and as individuals if we are going to partake of the feast that is right there wait-

ing for us. We may come out of the '80's leaner - I know I hope I do personally - but this does not mean we will be less prepared to contribute to what has to be a bright future. But there is no formula that can guarantee that future and as a matter of fact, by spelling out "how to", we may make the same mistake many teachers have made in the past. The story of The Little Boy is illustrative of what I mean:

Once a little boy went to school.
He was quite a little boy
And it was quite a big school.
But when the little boy
Found that he could go to his room
By walking right in from the door outside,
He was happy
And the school did not seem
quite so big any more.

One morning,
When the little boy had been in school awhile,
The Teacher said:
"Today we are going to make a picture."
"Good!" thought the little boy
He liked to make pictures
He could make all kinds:
Lions and tigers,
Chickens and cows
Trains and boats - -
And he took out his box of crayons
and began to draw.

But the teacher said: "Wait!"
And I will show you how.
And it was red, with a green stem.
"There," said the teacher.
"Now you may begin."

The little boy looked at the teacher's flower.
Then he looked at his own flower.
He liked his flower better than the teacher's.
But he did not say this.
He just turned his paper over
And made a flower like the teacher's.
It was red, with a green stem.

On another day,
When the little boy had opened
The door from the outside all by himself,
The teacher said:
"Today we are going to make something with clay."
"Good" thought the little boy.
He liked clay.

He could make all kinds of things with clay.
Snakes and snowmen,
Elephants and mice,
Cars and trucks - -
And he began to pull and pinch
His ball of clay.

But the teacher said:
"Wait! It is not time to begin!"
And she waited until everyone looked ready.

Now said the teacher,
"We are going to make a dish."
"Good!" thought the little boy.
He liked to make dishes.
And he began to make some
That were all shapes and sizes.

But the teacher said, "Wait!
And I will show you how"
And she showed everyone how to make
One deep dish.
"There," said the teacher.
"Now you may begin."

The little boy looked at the teacher's dish
then the little boy looked at his own,
He liked his dishes better than the teacher's
But he did not say this.
He just rolled his clay into a big ball again,
And made a dish like the teacher's
It was a deep dish.

And pretty soon
The little boy learned to wait,
And to watch,
And to make things just like the teacher
And pretty soon
He didn't make things of his own anymore
Then it happened
That little boy and his family
Moved to another city,
and the little boy
Had to go to another school.

This school was even bigger
Than the other one.
And there was no door from the outside
Into his room.
And the very first day
He was there,
The teacher said:
"Today we are going to make a picture."
"Good!" thought the little boy,
And he waited for the teacher
To tell him what to do.
But the teacher didn't say anything.
She just walked around the room.

When she came to the little boy
She said, "Don't you want to make a picture?"
"Yes," said the little boy,
"What are we going to make?"
"I don't know until you make it," said the teacher.
"How shall I make it?" asked the little boy.
"Any way you like," said the teacher.
"If everyone made the same picture,
And used the same colors,
How would I know who made what,
and which was which?"
"I don't know," said the little boy,
And he began to make a red flower with a green stem.

Helen E. Buckley

How many of you remember 1966? I am sure many of you have a different perspective of it than I have but let's just look at some of the events of that year. Medicare was passed as was a bill to finance presidential campaigns from income tax. Indira Ghandi became prime minister of India. Walt Disney and William Menninger (two people very close to the recreation profession) died. Who was our president? Lyndon Johnson. Secretary of State Henry Cabot Lodge and General Westmorland said we were not winning the war in South Vietnam, but we had stopped losing! Lurleen Wallace became governor of Alabama and hired George as a $1.00 per

year assistant. Argentine highjackers flew a commercial jet to the Falklands to reaffirm Argentina's claim to those British Islands. Ronald Reagan was elected governor in California. President Johnson asked Congress to end pollution of air and rivers with an initial expenditure of 50 million dollars. Bill Moyers resigned as President Johnson's press secretary. Despite general prosperity there was a slowdown in the auto industry with only about 8.5 million domestic cars built. The Americana Yearbook doesn't even mention Japanese imports. Student demonstrations were beginning. Development of the loop in Minneapolis was begun. Minnesota recorded its largest one year increase in employment in history. UCLA beat Michigan State 14-12 in the Rose Bowl. MSU and Notre Dame tied 10-10 in what was modestly called the "Game of the Century." Texas Western won the NCAA basketball title. Cassius Clay was Cassius Clay and the Yankees finished last in the American League.

What has happened since then? Minneapolis' loop had a terrible fire. Michigan State has had trouble staying out of the cellar in the Big 10 let alone a Rose Bowl appearance or a "Game of the Century." We lost the war in Vietnam. The income tax financing of presidential campaigns has given us Nixon, Carter and Reagan. Medicare may be going broke. George Wallace is back as governor but Lurleen has left us. Epcot Center is open under Walt Disney's name as is the Tokyo Walt Disney extravaganza. Cassius Clay is Muhammed Ali. A war has been fought over the Falklands. Ronald

Reagan is no longer governor of California but he did win another election. We have made great strides in air and water pollution control but now we have James Watt and a scandal ridden Environmental Protection Association. The auto industry would love to see 8.5 million domestic cars and Minnesota is fighting with, of all places, South Dakota over industrial development and Minnesota has severe unemployment. All this has happened in a mere 17 years. If we in our profession had been planning for survival in 1966, we would not have made the tremendous strides we have. Vietnam was as great a problem then as our depression is today but we didn't retreat into a shell and prepare for "survival!" Our profession began to plan for the future and look beyond the next few years and that is why we have come into these unfortunate times in a position of strength. It is just as imperative that we not just try to survive the '80's but look to and plan for the longer range. Then and only then, will we truly survive the '80's. Why did I select 1966 to look back at? Simply, it was 17 years ago and I wanted to show changes that have occurred in the last 17 years. Let's now look 17 years into the future and where are we - not in a new decade nor even just a new century but rather in a new millenium - something only a small percent of history is able to see in their lifetime. When we arrive at that point, the survival aspects of the '80's will seem as distant to our profession as 1966 seems today but only if we make our plans for the year 2000 and not for 1984.

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One of the important professional endeavors that is occurring now and may help to bring us out of the '80's stronger and more professionally viable is the accreditation process in which your three speakers today are all involved. This, along with the certification programs that are moving rapidly ahead have the potential to bring our profession to the year 2000 in a position of tremendous strength and vitality. But like all such potentials for success, there is also the potential for disaster. If we implement the accreditation process like the first teacher, in the story of The Little Boy, we will have all our University programs with red flowers and green stems - and that will be disastrous. As great and innovative as the Penn State and the Indiana University programs are, the profession just as badly needs the Central Michigan Universities and the accreditation process will provide true service to the profession and help us to meet the challenge of the '80's only if the process allows for innovation and imagination, creativity and change. I do not wish to imply that Penn State and Indiana are red flowers with green stems - far from it - but what I do state emphatically, they and their philosophy cannot do it alone. If we try to bring all our programs to mirror those, the profession will not survive. Without those quality programs, we will not survive either but quality comes in many market-baskets. I believe in tradition and precedent but I fear for a profession that cannot move from these traditional values and arrive at new and

viable solutions.

Now, after saying that there are not any "how to" solutions that we can reasonably give you, I would like to make some suggestions for living through the '80's and hopefully help us gain strength in the academic community as we prepare for an even brighter future. They are not really "how to" recommendations but are things I think are important for Leisure Services faculties to enable them to function well now and into the next millenium (remember - only seventeen years from now).

There is a tendency for us to begin to look at ways we can cut corners during times that are difficult. This is a tendency that we must fight as hard as we can. We have been working diligently to develop a good professional image on campuses around the country for many years and now we must work even harder to retain what we have gained and to continue to improve our professional image. There are many things we can continue to do and do better. Our University programs need the accreditation process. The cost is really quite minimal but the rewards are tremendous - not just in the fact of accreditation but also in the values inherent in the process itself. We have to take an objective look at ourselves and do it in front of our peers. The high level of professionalism of our visitation teams has been demonstrated time and again. Our provost at Central Michigan said that the team that visited our campus was the most professional he had ever seen. This has been of tre-

mendous assistance to our image on campus and even if accreditation had not been forthcoming, the process itself was worth the effort. This is a type of visibility that will help greatly as we move into the immediate future.

A second professional endeavor we must support is the movement toward certification. Both NRPA, our sister Association, and NTRS within NRPA have made great strides as have some of the state certification and licensing programs. There is, however, a long way to go in this area and it is important that we in education put our influence behind these programs and develop our programs in such a way that they consider the certification opportunities of our graduates and their requirements. Our programs do not have to lock-step with certification requirements, but we need to develop those professional concerns related to certification and develop a consciousness in our students of the need for these programs.

Third, the profession must continue our recent growth in the area of professional research - both applied within our discipline and in conjunction with colleages from other disciplines. Our major research institutions must carry the lead in this endeavor but the rest of us must also become involved - no matter how unsophisticated the level of our involvement.

Fourth, it is important that we become more like our colleagues where possible without denigrating those characteristics that have made us unique and different. We

do not need to be like them just for the sake of being like them but rather we need to retain what we do well and adopt and adapt those things from other disciplines that will help to improve our professionalism.

A weakness that I find in many Recreation and Leisure Services faculty has created problems for us in the past and it is important that we overcome it - probably immediately. I believe it is essential that we become more aware of how the University that we are in really operates. I'm not talking just about the union-management conflicts where appropriate, nor the academic senate procedures, though they are important. I'm referring to how the resources of the University are generated and what particular problems or advantages your own University has. It is reasonable to anticipate that administrators will make resources available to those areas that help generate those resources. Most administrators will be happy to meet with departments to discuss these types of problems and concerns. Let it be a sharing session - not a gripe session. It may not be the President, though you may be surprised to find him willing to spend some time with you. But it will be someone knowledgeable. Cultivate friendships with administrators - it may surprise you to find out they really may have the very same concerns you have.

Next, learn the new technology. Don't be the last department on campus to use computers - be one of the first.

Learn how an office can be automated - there is no inherent dichotomy between being computerized and being an effective recreator. There is a dichotomy between being an effective recreator and being inefficient, however. Actually, I do not see how a department can be effective in the leisure services field without at least some computerization and teaching our students how to be at least minimally computerwise.

Finally, learn when to be visible and when to let others have the limelight. This is really learning the politics of your University but it is also learning when to put your own ego aside and accomplish what needs to be accomplished for the good of your students. After all, that is the only real reason you have for being. For example, at this point in time internships on our campus are meeting with some resistance because they are a costly undertaking if a department is to do the job properly. In the past that has been one of the areas we wanted to have visible. Now, we are trying to make that a low profile area at Central in out department. That does not mean we are not as aggressive as we have been in seeking resources for the program. It means that we are not trying to get publicity for the program. This means that some egos have to be massaged in other ways - but it can be done.

I would like to close with a poem that I frequently use with my classes in trying to get them to think for themselves. It is called "The Calf Path" by Samuel Foss.

THE CALF PATH

One day thru the primeval wood
A calf walked home, as good calves should;
But made a trail, all bent askew,
A crooked trail, as all calves do.
Since then 300 years have fled,
And I infer the calf is dead,
But still, he left behind his trail
And thereby hangs my mortal tale.

The trail was taken up next day
By a lone dog, that passed that way.
And then, a wise bell weathered sheep
Pursued the trail, o'er vale and steep,
And drew the flocks behind him too
As good bell weather always do.
And from that day, o'er hill and glade
Thru those old woods, a path was made.

And many men wound in and out,
And dodged, and turned, and bent about
And uttered words of righteous wrath
Because 'twas such a crooked path
But still they followed, do not laugh
The first migrations of that calf.
And thru the winding woods they stalked
Because he wobbled when he walked.

This forest path became a lane
That bent, and turned and turned again.
This crooked lane became a road
Where many a poor horse with his load
Toiled on beneath the burning sun
And travelled some three miles in one.
And thus a century and a half
They trod the footsteps of that calf.

The years passed on in swiftness fleet,
The road became a village street.
And this, before men were aware,
A city's crowded thoroughfare.
And soon the central street was this
of a renowned metropolis
And men, two centuries and a half
Trod the footsteps of that calf.

Each day a 100 thousand route
Followed the zig-zag calf about,
And o'er his crooked journey went
The traffic of a continent.
A 100 thousand men were led
By one calf, near three centuries dead.

They followed still his crooked way
And lost 100 years per day.
For such reverance is lent
To well established precedent.

A moral lesson this might teach
Were I ordained, and called to preach
For men are prone to go it blind
Along the calf paths of the mind
And work away from sun to sun
To do what other men have done
They follow in the beaten track
And out, and in, and forth, and back,
And still their devious course pursue
To keep the paths that others do.

They keep the paths a sacred groove
Along which all their lives they move
But how the wise old woods gods laugh
Who saw that first primeval calf.
Ah, many things this tale might teach,
But I am not ordained to preach.

Let's forget about surviving the '80's and get about the task we really need to accomplish - where we want to be in the year 2000 and beyond. Then the '80's will take care of themselves.

RECREATION IN HIGHER EDUCATION IN THE '80's

Tony A. Mobley

It is really a pleasure to share this table with my distinguished colleagues this morning. Dr. Kirchner has just outlined an excellent plan as we think about surviving the '80's. While Dick and I have worked together a great deal in recent years, his poetic talent was unknown to me until this morning. It adds a bit of class to our presentations.

Programs in recreation over the last several years - at least through the '60's and the '70's - have grown dramatically. Many of you present this morning were involved in that growth process. While there were many "growing pains", a good system of professional preparation in recreation, parks, and the leisure services has been developed. At the present time, there appear to be many challenges to that system with extensive budget reductions; drop in enrollments, which is sure to continue as indicated by demographic information; the tight job market; and many others. It is easy to adopt a "survival mentality" approach to the profession. However, as Dick has suggested, we must avoid "survival thinking" and adopt a positive stance.

The future is indeed bright despite all of these prob-

lems. When you look at everything that is happening in our society today in terms of interest in safe and healthful living, physical fitness, leisure activities and leisure lifestyle, it is obvious that this nation is experiencing a fundamental cultural change involving our field. Never before in history has so much been happening in these areas as right now. There is, however, a problem with this development. I have the uneasy feeling that we're not leading the movement. The leaders may be the T-shirt manufacturers, shoe manufacturers, the health spa people, etc.

Most of you are aware that last year Americans spent more than $250 billion on leisure activities. That is hard to visualize, but it helps when you recognize that this amount is more than the nation spends on the housing industry and more than the nation spends on national defense. When you put that into perspective, we have a tremendous opportunity available out there. People have demonstrated that they are, indeed, willing to support leisure activities and recreation programs. What they are not willing to do is to pay higher taxes which go into public treasuries to be administered by elected officials they don't trust or by employees they don't think are very highly qualified. There is certainly a large amount of money available for our field. The question is one of determining how to channel these funds through the appropriate distribution system.

Perhaps a few specific observations would be appropriate at this point. We hear a lot of talk today about redefining our mission or redefining the profession. Perhaps it does not need to be redefined at all. We need to return to it! While you can state the central mission of the profession in many different ways, it is my belief that our central mission is to improve the quality of life of all of our citizens through creative meaningful leisure experiences. That may be accomplished through program services, facilities and/or "recreation places", and leisure education. This mission is the unique aspect of our profession. Many other fields contribute to this mission, but no other profession has this as its reason for existence. This concept must remain the central focus as we are involved in all of the other related activities.

We have produced what might be called a "leisure technician" who knows how to buy balloons for a playground contest or how many tons of fertilizer to spread per hundred acres. They know how to trim trees and how to develop a recreation budget. The basic problem is that we have forgotten why it is important to do any of these things. We need to return to the philosophic basis of the field. What are we really trying to do for the individuals in our programs? One important element of returning to the mission as it relates to professional preparation, at least at the undergraduate level, is to produce a more highly educated human being. More emphasis must be placed on general educa-

tion as a primary basis for professional preparation. In curriculum development, I believe that we have also specialized far too much at the undergraduate level. The more specialized we become, the more we know about less and less and the sooner the people we produce are going to become outdated. Because of the rapid changes in the field, more people are needed who have an understanding of a broad range of activities and functions as we plan for leisure experiences for the years to come. Specialization is certainly appropriate at the graduate level, but it must be re-evaluated at the undergraduate level.

Perhaps we have placed too much emphasis on the practical aspects of the field. Obviously it is important to produce graduates who have an understanding of the practical aspects. However, the university should do the things it can do best, and this includes providing a basic general education and a professional framework for the students. In this regard, the entire practicum or fieldwork program must be re-evaluated. It must be a meaningful experience designed to introduce students to the practical aspects of the fields, and it must also be used as a diagnostic tool to identify weaknesses in the students educational program or personal abilities. The students should then return to campus to strengthen these weaknesses. Otherwise, the program merely becomes a fifteen week headstart on forty years of practical experience. One could suggest that the entire fieldwork program be eliminated, but that, of course,

does not seem very realistic at this point. I am really suggesting that we must be much more academic in our outlook as we provide the basic tools to enable our graduates to deal with the many changes which will be faced during the decades to come.

Perhaps we need to produce more "ivory tower dreamers." There is a problem with that in that nobody will pay you to dream. Therefore, in some way our programs must produce futuristic thinkers that are firmly grounded in the history and tradition of our field but who have the ability to look ahead to 1990 and the year 2000, and beyond, and to plan those meaningful leisure experiences that will be required for all of our citizens in the future. A city manager recently said that he "wasn't opposed to planning as long as you didn't do it ahead of time." Former Secretary of State Dean Rusk once said, "The pace of events is so fast, that unless we find some way to keep our sights on tomorrow, we cannot expect to be in touch with today."

So as we look into the future, think about where the students in your classrooms now will be in the year 2000. They will be just about at the point in their careers where they will assume major leadership roles. It is a bit frightening to think that we must provide the basic education today which will enable them to build toward 2000 or 2010 and beyond. When this task is considered from that perspective, it brings into focus the challenge

that faces us.

While the challenges are there, the opportunities and possibilities are tremendous, and the future is indeed bright. It is not time to "batten down the hatches" in defensive posture or "circle the wagons", or we will find ourselves the victims of self-fulfilling prophecy. This negative outlook may be the most serious professional problem faced today. We must, however, move ahead in an aggressive leadership role in order to achieve the great potential of this field.

WELLSPRINGS FOR TOMORROW

Diana R. Dunn

I became intrigued by the theme of this convention, "A Wellspring for Tomorrow," and spent a little time confirming the definition of "wellspring." The one I liked best was in a very thick, old dictionary; and I quote: "A continuous and dependable source of supply of anything, especially when considered inexhaustible, as in a wellspring of ideas or affection." After some reflection on the topic of this session, I reached a conclusion I'd like to share with you at the beginning of my remarks: the traditional wellsprings of recreation in higher education have for some time now been diminishing, and they are likely to continue to diminish for most of us for the foreseeable future. We are discovering that our trusty old wellsprings of supply may be discontinuous, nondependable, and, for some of us, perhaps exhaustible.

Recreation in higher education is not a household or a national priority. It is not even a university priority -- with but one or two possibly debatable exceptions. Most institutions of higher learning have identified computer science, high technology areas, business administration and engineering as areas to be nourished, quite typically by resources diverted or reallocated from the wellsprings

of other university programs. Generally, recreation education programs have been among the targets for retrenchment.

At the University of Arizona, where I hung my mortarboard until last July, we prepared "decrement packages." It was from that presumed "rich" sunbelt perspective that I proposed this session: "Recreation in Higher Education -- Survival in the '80's." Now I'm at Penn State, where we refer to the same diminuation of resources as "assessments." At both places, I was and am giving up resources in health, physical education, recreation and dance -- rather than receiving them -- through a virtually identical retrenchment procedure.

Arizona was new to the process, whereas Penn State has had a program of internal budget cutbacks and reallocations since 1971-72. To date, nearly $28 million, or 10 percent of Penn State's current general funds budget, has been pulled back from selected operating budgets -- our college's included -- and reallocated to areas designated as "having greater priority or need." It's perhaps self-evident that after a decade, our college, and the recreation and parks department in it, may now be charitably characterized as fit -- that is, with belt tightened on a no-fat frame.

Yet now at Penn State, and at universities across the nation, the trickle-off diversion of resources from this traditional wellspring of support threatens to become a flood. And, simultaneously with the universities' hard

times have come large cuts from soft money providers as well, the Federal government in particular. It is evident that recreation education programs which continue to rely entirely on these traditional wellsprings for resources may well be confronting a desperate drought, with very serious threats to their survival.

I happen to know a little bit about wellsprings, having grown up in a rural area. I learned early in life that depending on a single well, or even two wells, for all one's water poses some risks. From this background, it was easy for me to conclude that without new wellsprings, new sources of essential support, many recreation education programs cannot survive with integrity for what very likely may be several years of further retrenchment.

So, without having time today to develop the concepts fully, let me suggest quickly and metaphorically some ideas I believe may be promising -- in simple terms, new wellsprings.

I think one real alternative to cutback management for the balance of this decade may, for many of us, be fightback fund-raising. "Not so new and novel," you say, "our practitioner colleagues have been at it for decades!" True, but for most of us in public universities, it's novel, because we've had our primary fiscal water pump thrust only into one wellspring -- central administration -- The Old Main Waterworks. Not unimportantly, many of us have had supplemental or secondary pumps in Federal, State, local and private wells, but nearly always only for "soft money"

for extras, not basics.

At Penn State, between university reallocations, external funding cuts, and inflation, I'm anticipating a shortfall of about 15 percent of what we need to stay even in our College during the next fiscal year. Much of the impact of this shortfall will be experienced in our recreation facilities, and we expect to reduce projected losses in auxiliary enterprises such as ice rinks, bowling lanes, golf courses, tennis courts, etc. by making management changes. But an uncomfortable amount of anticipated shortfall will be in instructional and research programs. If we cumulatively and conservatively project these deficits to the end of the decade, the residual by then will be far different than our wildest imaginary prognosis would have suggested seven or eight years ago. The programs that survive to 1990 may be shadows of what they were in 1975. . . unless we seek and find new wellsprings.

An alternative to simply supervising the terminal erosion of significant program elements is to aggressively search for supplemental wellsprings before the momentum of decline becomes nonreversible.

I'll share quickly a case history of probable success as an illustration. About a month ago we learned that funding for a significant college research program would be terminated July 1. We launched a fund campaign for, minimally, $80,000. We've already raised more than $50,000 from gifts, alumni, corporations, and other sources, and

I'm confident we'll get the rest. More important, we're learning, and also developing a fundraising system with credibility and capability. We'd better, because we need several times that amount by this time next year to stay even! Will we make it?

Frankly, it will depend on how successfully and how quickly we can move our ponderous bureaucracy to a partial marketing model. We must perfect a simple message in many languages -- a message which has become obscure in recent years while we focused on "university-ese" in our bid for academic acceptance and credibility. But now, in addition to the provost, chancellor or financial vice president, we must persuade a multitude of significant potential givers and buyers of our mission, products, services, importance, value, contribution, worth, and unquestionably above all, how very good we are at what we are doing.

The real question is: "How do we find and tap new wellsprings which are so vital when the traditional wellsprings are flowing insufficiently?"

I submit that our ability to accomplish this will be perceived as important evidence of program vigor or rigor; that proof of vigor is the leverage that will be essential to keeping The Old Main Waterwork's valve open to our programs during the balance of the '80's. If we are incapable of demonstrating that anyone <u>else</u> cares, our programs are frighteningly vulnerable to those trying to reallocate university resources to popular areas which <u>can</u> evidence

great demand -- as well as new external wellsprings of substantial support.

The '60's and early '70's were exhuberant, expansive and exploratory. The '80's will increasingly test "what then growed like Topsy."

I agree completely with the fellow panelists who have argued persuasively that these are not times when we ought to be pessimistic. Circling the wagons or battening the hatches will certainly be counterproductive, and putting our heads in the sand or focusing only on the past will surely lead to no auspicious future.

The dark clouds which compel and deserve our attention most assuredly reveal silver linings to those paying attention. There have been many upbeat messages from recreation programs which have faced severe tests and fought back successfully. Some examples which should not be overlooked include the University of Missouri, where the professionals became a vital source of support, and The University of Oregon, where faculty and students rallied. They served as important new wellsprings of support during fiscal and political crises.

Another optimistic scene is beyond the parochial purview of higher education. The real world is celebrating the central themes of the recreation movement in ways its pioneers never dreamed of. Recreation, fitness, leisure, entertainment, tourism -- these represent primary areas of economic development and career opportunities in

this nation. To the degree that recreation education is relevant and important to this $262 billion dollar industry, larger now than defense or housing, its place in higher education is secure.

Clearly, we must reach out!

And we must reach inward as well! Each of us has a marvelous new opportunity to grow. Survival in the '80's will challenge each of us to adapt and update skills we've allowed to atrophy -- from the art of persuasion and politics to the science of marketing and sales. More interesting, it seems to me, is the great possibility to explore new personal and professional dimensions and to acquire new skills to augment and extend those which have served us well but which are increasingly insufficient.

I'm optimistic and stimulated for one other reason. I'm honestly envious of my colleagues across the land who have confronted serious economic adversity, discovered new wellsprings, and prevailed. Their eyes are bright, their step is springy, their shoulders are back, their heads are high. They exude the confidence of winners, and the message of the current advertisement "No pain, no gain!" Those I've consulted declare without exception that they are better professionals because of the fight, that their programs are stronger, that the esteem they hold in their institutions has never been as high, and that it continues to ascend.

I wish you luck with your divining rod as you reach

both outward and inward in your search for your new Wellsprings of Tomorrow! May the Land of Lakes provide inspiration, and this convention provide challenging and stimulating new ideas to help!

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